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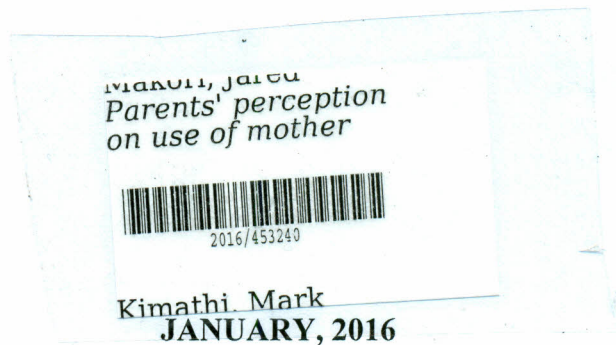
**PARENTS' PERCEPTION ON USE OF MOTHER TONGUE AS A MEDIUM OF
INSTRUCTION IN PRIMARY SCHOOLS IN MASABA SOUTH SUB-COUNTY,
KENYA**

BY

MAKORI JARED MOGIRE

E55/OL/22269/2011

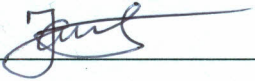
**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
DEGREE OF MASTERS OF EDUCATION (EARLY CHILDHOOD STUDIES) IN
THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY**



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DECLARATION

I confirm that this project is my original work and has not been presented in any other institution or University for any award. The project proposal has been complemented by referenced works duly approved. Where text, information, graphics, pictures or tables have been borrowed from other works, including the internet, the sources are particularly attributed and referencing cited in agreement with anti-plagiarism rules.

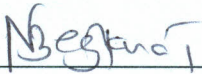
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DEDICATION

I dedicate this project to my dear wife and our children Jacinta, Judith, Declory and Boniface (junior).

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ABSTRACT

The purpose of this study was to investigate parents' perception on the use of mother tongue as a way of instruction in primary schools in Masaba South Sub-county. Descriptive survey design was used where data was acquired from lower primary class parents. A questionnaire was used to gather data from parents. Pilot study was carried out in two schools. Descriptive statistics concerning frequencies, means and percentages were calculated. Findings of the study showed that majority 129(50.6%) of parents were female while 126(49.4%) of parents were male. This shows that there were more female parents than male parents in the schools. Findings further shows that 33(12.9%) of parents showed that their children used mother tongue as a language of instruction in lower primary quite often, 90(35.3%) of parents showed often, 99(38.8%) of parents indicated that children seldom used mother tongue as a language of learning in lower primary while 33(12.9%) of parents indicated that children never used mother tongue as a language of teaching in lower primary. Majority 132(51.8%) of parents indicated that their children used Kiswahili as a medium of leaning in schools. Findings shows 102(40.0%) of parents differed that children should use their first language often when they are learning. Majority 138(54.1%) of parents conferred that children taught using mother tongue are able to comprehend ideas better, 120(47.1%) of parents intensely agreed that schools should be encouraged to teach using first language while majority 149(58.4%) of parents disagreed that children trained using mother tongue in lower classes accomplish better than those taught using other dialects like English or Kiswahili. Findings show that from private schools, parents had a mean of 1.61 likened to a mean of 2.52 from public schools on their insight that lower primary children should be taught in mother tongue. Based on the findings of the study, it was concluded that children used first language as a language of learning in lower primary classes quite often. It was also concluded that first language is the key to effective learning and that if good language is used in instruction, children will learn with little or less difficulties. The study concluded that parents disagreed that children should use their first language often when they are learning. Based on the findings of the study, the study recommended that since the child studies best in its first language, parents should highlight the use of mother tongue plus alien language (English) as a main medium of teaching in our schools. Environmental teaching to be prearranged to match children enlightened needs, welfares, abilities and learning skills. The study recommended that since the study was taken in one region, there is need to carry out a similar study in another area so as to liken the findings.

ABSTRACT

The purpose of this study was to investigate parents' perception on the use of mother tongue as a way of instruction in primary schools in Masaba South Sub-county. Descriptive survey design was used where data was acquired from lower primary class parents. A questionnaire was used to gather data from parents. Pilot study was carried out in two schools. Descriptive statistics concerning frequencies, means and percentages were calculated. Findings of the study showed that majority 129(50.6%) of parents were female while 126(49.4%) of parents were male. This shows that there were more female parents than male parents in the schools. Findings further shows that 33(12.9%) of parents showed that their children used mother tongue as a language of instruction in lower primary quite often, 90(35.3%) of parents showed often, 99(38.8%) of parents indicated that children seldom used mother tongue as a language of learning in lower primary while 33(12.9%) of parents indicated that children never used mother tongue as a language of teaching in lower primary. Majority 132(51.8%) of parents indicated that their children used Kiswahili as a medium of leaning in schools. Findings shows 102(40.0%) of parents differed that children should use their first language often when they are learning. Majority 138(54.1%) of parents conferred that children taught using mother tongue are able to comprehend ideas better, 120(47.1%) of parents intensely agreed that schools should be encouraged to teach using first language while majority 149(58.4%) of parents disagreed that children trained using mother tongue in lower classes accomplish better than those taught using other dialects like English or Kiswahili. Findings show that from private schools, parents had a mean of 1.61 likened to a mean of 2.52 from public schools on their insight that lower primary children should be taught in mother tongue. Based on the findings of the study, it was concluded that children used first language as a language of learning in lower primary classes quite often. It was also concluded that first language is the key to effective learning and that if good language is used in instruction, children will learn with little or less difficulties. The study concluded that parents disagreed that children should use their first language often when they are learning. Based on the findings of the study, the study recommended that since the child studies best in its first language, parents should highlight the use of mother tongue plus alien language (English) as a main medium of teaching in our schools. Environmental teaching to be prearranged to match children enlightened needs, welfares, abilities and learning skills. The study recommended that since the study was taken in one region, there is need to carry out a similar study in another area so as to liken the findings.

ABBREVIATIONA AND ACRONYMS

CPE: Certificates of Primary Education

DEO: District Education Officer

EFA: Education for All

GOK: Government of Kenya

KCPE: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Education

KICD: Kenya Institute of Curriculum Development

KJSE: Kenya Junior Secondary Education

L1: Level One

LPE: Lower Primary Education

M/T: Mother Tongue

MOEST: Ministry Of Education Science and Technology

NACOSTI: National Council of Science, Technology and Innovation

QASO: Quality Assurance and Standards Office

SPSS: Scientific Programme for Social Sciences

UNESCO: United Nations Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter outlines the background of the study, statement of the problem, purpose of the study, study objectives, research questions, delimitations and limitations of the study and assumptions of the study.

1.1 Background of the Study

Children are most likely to succeed in learning when they are given an opportunity to learn in their mother tongue from early years (Benson, 2002, Hoven, 2002 and Kosonen, 2005). Despite the existing language policy in Kenya, mother tongue issue has not been properly addressed (Muthuri, 2007). Commissions have been appointed to review issues in education but they have not adequately addressed the issues regarding to the use of mother tongue in schools. The revision of the curriculum in 2002 indicated that learning in mother tongue was a waste of time (Bunyi 2005). There has been a struggle to strike out the use of mother tongue use in schools through newspapers, editorial letters, government reports and comments from politicians (Githuri 2008) which luckily has not been comprehended by many Kenyans because it is done in English, a language that is not familiar to them. Bunyi (2005) on her ethnographic in Kenya revealed that children are punished when they speak in their mother tongue in most schools in Kenya which lowers the strength of local languages. Both internal and National examinations are conducted in English which makes it to be the chief determinant in screening those to access higher education and good jobs.

The use of mother tongue in learning ensures continuous development in children, Quane & Glanze (2010). They add that learners who first learn to read and write in their mother tongue build up the ability to learn English more rapidly and executes better at school than those introduced to learning in English language. Guverein (2011) argue that when a child speaks in its mother tongue, there is an establishment between the heart, brain and tongue. Iyamu and Omozumwa (2004) further assert that children's first practices in school are stressful largely because they do not see the school experience as an extension of home experiences. Mohanlal (2001) views good education as that which draws from the learner's ethnocentric and eco-centric values that is only achieved all the way through the use of mother tongue as a medium of instruction.

According to UNESCO (2013) the use of mother tongue as a medium of instruction boosts children's self-confidence and school performance. The Kenya Institute of Education (2007) defines mother tongue as the first language a child is anticipated to learn or the language of the schools' catchment area. According to UNESCO (1954) mother tongue is the language which a person acquires in early years that normally becomes his/her instrument of thought and communication. According to the Sectional Paper No.10.ROK1965, the use of mother tongue as a medium of instruction in lower primary classes is good in preserving the varied Kenyan culture. Benson (2002) reveals that children can express what they know better in their mother tongue thus developing high self esteem and self confidence.

According to UNESCO (1953) a child learns more quickly through mother tongue than it does through an alien linguistic medium. The USA Constitution,

United Nations Education Scientific and Cultural Organization (UNESCO) and the Republic Acts all support vernaculars or the child's language in education Bernadita B. Rinon (2009). A study conducted in Saudi Arabia revealed that out of 600 students 32.84% disagreed with the elimination of Arabic in schools and 62% of the students favored to be taught in Arabic by Arabic teachers, Alam et al (1988). According to Nofaile (2010) children had difficulties to learn in a second language because they had no familiarity on the new language. They felt uncomfortable and resistant to produce the new language in front of their peers for fear of making mistakes. In mother tongue such grammatical mistakes would be corrected by their parents and they came to school while fluent in their mother tongue. Markee (2002) noted that mother tongue is only accessible to younger and more underprivileged groups as a means of development in Asia. Many Philippine parents consider their children learning in the majority language to be vital despite the national curriculum policies in Iceland demanding the implementation of mother tongue lessons for children.

A study conducted by Rudwick (2004) on attitude of parents, learners and educators on the use of English in learning in South Africa revealed that the learners had a desire to speak in English, but held that IsiZulu was the keystone of Zuluness with its cultures. The South African Department of Education (2005) reveals that language barriers are always caused by forcing learners to speak and learn in a language which is infrequently used at home. This is in agreement with studies conducted in Nigeria by Bamghose (1976) Awongi (1976 and 1978) and Fafunwa (1978) on implementation of mother tongue medium policy in the lower primary classes which found out that

several private school teachers were obliged to communicate to learners in English. In South Africa, however, most black parents believe that English is the language of empowerment and uphold that their children be taught in English, Gules (2005) and Kgosan (2006). Conversely, a study done by the Eritrea's Ministry of Education in 2002 concluded that mother tongue education fashioned competent readers in 2 – 3 years.

Calvet (2005) notes that majority of Kenya's residents have a preference of the use of English because it remains the sure way of acquiring excellent jobs but less than one quarter of them can use English well. Their age and level of education also have a big impact Rosenbuschi (1987). Begi (2014) observes that head teachers favor the use of Kiswahili and English because parents put a lot of pressure on them to use both English and Kiswahili as a medium of instruction. Children are likely to achieve better with the use of well-known language as a media of instruction. Cummins (2000) affirms that using local languages for instruction develops its speaking and literacy abilities failure to which may affect its academic performance due to misunderstanding of the content. Kangas (2000) accentuate that proper mastering of the first language enhances the acquisition of the second language.

Putting into consideration of the above cited information, the researcher felt that parents' perception on the use of mother tongue as a medium of instruction in lower primary schools should not be unspoken. The information reveals that many parents may not be aware of the future consequences of the use of other languages other than mother tongue as a medium of instruction in lower primary schools despite the existing language policy in education in Kenya. There was hence a need to conduct a research in order to give some

pragmatic verification on the parents' perception on the use of mother tongue as a medium of instruction in lower primary schools. Masaba South Sub-county was purposeful selected because of a study conducted by Begi (2014) on the use of mother tongue as a language of instruction in early years to preserve culture in the same location. There was therefore a need to investigate the parents' perception on the use of mother tongue as a medium of instruction in lower primary schools within this Sub -county

1.2 Statement of the Problem

The early years of learning are very crucial in a child's development. Teaching in a language that is familiar to the child makes learning, comfortable, effective and meaningful (Benson, 2002). Most African parents believe that English is the language of empowerment Gules (2005) and Kgosan (2006). Studies from across Africa indicate that many African parents believe that their native languages are fine only for social purposes (Alexander, 2002) but not for education.

According to the study conducted by World Bank (1996) there is poor transition from lower primary classes to upper primary that is accompanied with a lot of repetition of classes due to poor curriculum implementation because of the language of instruction. Silverstein (1996) states that both internal and National examinations in Kenya are set in English a language that is not familiar to many children which results to poor performance. Bunyi (1996) in her study found out those children were punished in most schools in Kenya for using mother tongue within the school compound a case that the government has given deaf ears despite the existing policy on language of instruction. Begi (2014) found out that mother tongue is rarely used in Kenyan

schools and teachers believe that parents would not like their children to be taught in mother tongue even though studies have shown that it improves pupils' academic achievement.

Despite language of instruction being a major factor in enhancing good academic performance in schools, several studies reviewed do not reveal that any single research has been carried out on parents' perception on the use of mother tongue (Ekegusii) as a language of instruction in lower primary schools in Masaba south Sub-County. There was therefore a need to find out how parents perceived the use of mother tongue as a medium instruction in lower primary classes.

1.2.1 Purpose of the Study

The purpose of the study was to establish parents' perception of the use of mother tongue as language of instruction in primary schools in Masaba South Sub-County, Kisii County. The study investigated factors influencing parents' perception of use of mother tongue as a medium of instruction in lower primary classes.

1.2.2 Objectives of the Study

- (i) To establish parents' perception of use of mother as a medium of instruction in lower primary school classes in Masaba South Sub-county.
- (ii) To explore whether the type of school influences parents' perception on the use of mother tongue as medium of instruction in lower primary school in Masaba South Sub-County.

- (iii) To find out whether the level of education of parents influences their perception of the use of mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub-County.
- (iv) To establish the influence of gender on parents' perception of the use of mother tongue as a medium of instruction in Masaba South Sub-County.

1.2.3 Research Questions

- i) How does parents' perception influence the use mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub-county?
- ii) To what extent does the type of school influence the use of mother tongue as a medium of instruction between parents with children in private and public primary schools in Masaba South Sub-county?
- iii) To what extent does parents' level of education influence their perception of the use of mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub-county?
- iv) How does gender of parents influence their perception on the use of mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub-county?

1.3 Significance of the Study

The study has endowed with information on parents' perception of the use of mother tongue as a medium of instruction in lower primary school classes. It has also added value to the existing literature in Kenyatta University and beyond. The study findings are of importance to the Quality Assurance and Standards Officers (QASO) who would sensitize parents on the importance of

the use of mother tongue as a medium of instruction in lower primary school classes.

The Kenya Institute of Curriculum Development (KICD) would also benefit from the study findings because it'll see the need of developing curriculum support materials in mother tongue. The findings of the study may also enable the Government of Kenya (GOK) through the Ministry Of Education Science and Technology (MOEST) to put more emphasis on the policy on the use of mother tongue as a language of instruction in lower primary school classes. Finally the study has disclosed areas that need further research.

1.4.1 Delimitations and Limitations of the Study

The study was delimited to lower primary school parents in Masaba South Sub-County only. It focused on parents' perception of the use of mother tongue as a medium of instruction in lower primary classes in Masaba South Sub County thus the results are limited to this Sub- County only.

1.4.2 Limitations of the Study

Transport within the area of study was a big predicament since most schools are located on hills that made them unapproachable. To overcome this challenge and make the study successful, the researcher used motorcycles to reach the sampled schools. Lack of time due to the researcher's involvement in other official duties limited the study. The researcher although got permission from the school administration to conduct the study as his duties were allocated to another officer.

1.5 Assumptions of the Study

The study assumed that;

- i. Parents' attitudes towards use of mother tongue as a medium of instruction in lower primary school classes were positive or negative.
- ii. Parents' age, profession, social status, gender, level of education and type of school attended by their children influence, their perception of the use of mother tongue as a medium of instruction.
- iii. Parents understand the importance of the use of mother tongue as a language of instruction in lower primary schools.

1.6 Theoretical Framework

1.6.1 Lev Vygotsky theory of social Learning

This study was guided by Lev Vygotsky's theory of social learning (Vygotsky 1962). This theory states that children learn through interaction and communication with others. This is done well through a language understood to them well (UNESCO, 1990). Thus if the parents socialize with their children in mother tongue, then the children will use it in learning. On the other side if they perceive its use negatively, they then will discourage its use by their children despite the dangers associated to lack of the use of a familiar language in learning as research studies have revealed (UNESCO, 2003). He further states that culture is the prime determining factor for knowledge construction and people learn through this cultural lens by interacting with others and following the rules.

Cummins (2000) revealed that parents should assist their children to develop mother tongue which only happens if the parents have a positive perception towards the use of mother tongue as a medium of instruction for their children. On the other hand, Awonyi (1978) states that the elites claim that continuous

use of mother tongue in schools would demean and reduce the child's intellectual capacity. The elites say that learning in mother tongue is nothing other than a waste of time. Kosonen (2005) in his study says that the poor people have little access to the language of prestige (English) which means that the use of mother tongue as a medium of instruction is purely left for children from poor families

1.6.2 Conceptual Framework

Parents' perception of the use of mother tongue as a medium of instruction is influenced by several factors such as parents with children in public or private schools, level of education of the parents and gender. On the other side, intervening factors such as government policy on the use of mother tongue, school traditions, immediate school surrounding also influence the perception of the use of mother tongue as a medium of instruction.

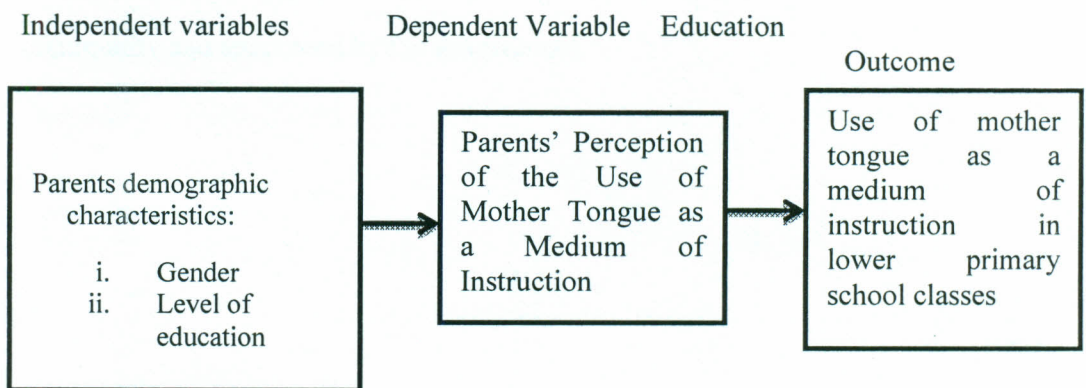


Figure 1.1 Conceptual Framework Diagram

The figure presents the variables that influence parents' perception of the use of mother tongue as a medium of instruction. The variables are type of school, and parent's demographic characteristics.

1.7 Operational Definition of Terms

In this study these terms adapt the following meanings:

Academic qualification: This refers to the highest level of education a parent attained

Age: Is the number of years a parent has since birth

Gender: Refers to being male or female

Language of instruction: Language used for teaching.

Language of the catchment area: Language that is used by people within a given surrounding.

Lower primary: Classes 1 – 3 of learning.

Mother tongue: Language a child acquires at birth and more so from parents.

Parents' perception: Feeling and behavior towards the use of mother tongue.

Private school: This is a school that is set up and managed by an individual or institutions.

Public school: Is a school that is established, operated and owned by the community and sponsored by the government.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents the review of related literature. It focused on parents' perception of the use of mother tongue as a medium of instruction, the differences perception between parents with children in public schools and those with children in private schools, the influence of parents' demographic characteristics and the effects of parents' perception on the use of mother tongue in lower primary schools. The summary of literature is also described.

2.1 Parents' Perception of Use of Mother Tongue as a Medium of Instruction

A study conducted by the UNESCO (2003) on Mother Tongue Matters divulged that mother tongue is the key to effective learning. A child learns best in mother tongue but for most Africans, formal education is offered in a language that is strange to the child. This is contrary in most leading countries of the world like England, Germany, India, France, Italy, Japan, and China where children go through their primary, secondary and tertiary education in their mother tongue. Africans have continued to emphasize the use of foreign language (English) as a major medium of instruction in their schools, perhaps as part of colonial inheritance. Pinnock (2009) in his study on Language and Education observed that language used in schools threatens the achievement of "education for all" and foreign language constitutes barriers to successful communication. This then shows that if a local language is used in instruction, children will learn with fewer challenges.

The child's first experiences in school are shocking largely because they do not see the schools experiences as a continuation of home experiences (Iyamu & Omazuwa, 2004). The early introduction to foreign language contributes to learning difficulties and failure which in turn accounts for dropouts (Mohanlal, 2001 & Abiri, 1976). Early education in mother tongue could help mitigate these problems. Mohanlal (2001) deems good education as that which draws from the learners ethnocentric and eco-centric values which is achieved only with the use of mother tongue in their studies. Benson (2002), Hoven (2002) & Kososen (2005) ascertained that children are more likely to succeed in learning when they are given the opportunity to use their mother tongue from early years. The use of mother tongue in learning ensures continuous cognitive development. Quane & Glanze (2010) confirm that learners who first learn to read and write in their mother tongue develop the ability to learn English more rapidly and perform better at school than those introduced to learning in English. Guvercin (2011) argues that when a child speaks in mother tongue, there is an establishment of connection between the heart, brain and tongue. This study however revealed that a child can still perform well if the language of the catchment area is used for instruction and if it is regularly used at home.

Research in children's development in early childhood has revealed that young children have unique skills that match with their development stages (Gallalue 1993, Case Okamoto 1996, Crain 2000, Bredencamp &Coppole 1997). This calls for environmental education to be designed to match their developmental needs, interests, abilities and learning skills (White & Stoecklin, 2008). This indicates that the use of mother tongue in learning gives the children the opportunities to learn in a language they understand better. Hallberg (2010)

further asserts that the use of English as a medium of instruction in early years of learning makes many children face language barriers in the classroom. The South African Department of Education (2005) reveals that language barriers are always caused by forcing the learners to communicate and learn in a language that is not used at home thus not competent to learn effectively. Owen (2010) agrees with this with emphasis that children who use a language they are not familiar with are likely to perform poorly in their literacy work. Studies by Cummins (2000) and Kangas (2000) reveal that children learn content when it is covered in mother tongue or a language that a child is most competent in. Kangas (2000) adds that cognitive and effective development takes place most effectively in a language a child knows well. This study sought to find out whether acquired language cannot influence learning especially where that language is for the catchment area.

According to Bamgbose (1976), children who go to school with a language of their own and then introduced in another language are likely to have problems. He advocates that primary education should best be started in a child's own mother tongue. The learning in French as a medium of instruction in the Francophone West African countries retarded child's progress (Awoniyi, 1976). Children were meant to repeat or drop out of school because of poor results emerging because of use of foreign language as a medium of instruction. Through the use of mother tongue, a child learns to love and respect the culture of his people and expresses his/her heritage in the language. Neglect of mother tongue facilitates destroying the child's productive powers by forcing it to express itself in a foreign language.

Boadi (1976) in an article of a cultural charter of Africa states that education cannot succeed without the use of mother tongue. This leads to illiteracy that is an obstacle to cultural, social and economic development of African states. The United Nations Universal Declaration on human rights (1948) affirms the right to education without discrimination. The basic principle against discrimination on the grounds of language is established in article 2. Article 5 of the 1960 conventions and recommendations against discrimination in education gives the national minorities' right to education using their mother tongue as medium of instruction. Studies by Appel (1988), Cummins (1989) and Hernandez (1984) revealed that mother tongue based instruction improves a child's self-esteem. When there is a language and cultural disconnection between home and school, children may perceive that language and culture are not valued and this might lower their self-esteem that interferes with their learning (Rubiu, 2007). Other educators have also supported this idea by adding that the use of mother tongue in school promotes home to school transition which fosters emotional stability which promotes cognitive stability (Kioko, Mutiga, Muthwil, Schroeda, Inyenga & Trudell, 2008). According to McCarty (2008), Kirkness (2002), Greymorning (1997) and Harrison & Papa (2005) there are strong connections between languages, community, place and time. Besides getting good education, it is the wish of most parents that their children maintain love and respect, heritage language and culture of their community (Delpit and Kemelfield, 1985). Academic Performance of Pupils is also greatly influenced by home background (Adeyemi, 2004). This study, therefore, investigated whether parents' perception influences the use of mother tongue as a medium of instruction in lower primary school classes.

According to Duflo (2001) in the United States English is the dominant language in education, involvement and strengthens community support for education, trade, law, and government because of its effects on the labor market. The United States has language and education policies that permit only English as a medium of instruction in schools. This however has brought many questions because of many variations like rural verses urban children, resources and teacher training. The migrant children also find it hard to get by with these circumstances because it is offering green cards to people across the world who speaks various languages or Mother tongues.

Khejeri (2014) in another study on the teacher's attitude towards the use of mother tongue as a tool that helps children to appreciate their culture established that M/T creates a closer correlation among them and learners. The studies also revealed that mother tongue encourages children to liberally and assertively explain themselves in their first language. It also enables all pupils to take part during learning as well making it easy for them to grab concepts. This study investigated whether the language of instruction influences class participation which results to good performance.

Amao (2010) in a study on the effects of two media of instruction on primary school pupils' classroom participation found out that a child learns best in his mother tongue but for most Africans, formal education is offered in a language that is foreign to the child. This is different from most leading countries such as England, Japan, Germany, India, France, China and Italy where a child goes through their primary education in their mother tongue. In South Africa it has become rather difficult to implement mother tongue use because of availability

of a variety of languages. Most parents do not want their children to learn through mother tongue because they believe that it ruins their children's ability to speak fluently in English. This idea is supported by Zebene (2013) in his study on effects of mother tongue education on schooling and adult outcomes. They are also afraid that their children may lose social-economic mobility and getting high ranking positions within the society if they are taught in their native language. This forces many African parents to choose educating their children through a common language that is English. This has led to the suppression of their native language. Parents' perception of mother tongue as a medium of instruction in South Africa devalues mother tongue and raises the English status (Alexander & Block, 2004). According to Skutnabb-Kangas (2000) the native speakers are responsible for killing their own languages. Gules (2005) and Kgosan (2006) found out that most African parents believe that English is the language of empowerment and insist that their children be educated in English. Gauteng (1998) says that the problem is not with language policy but with parent's perception of languages.

Deumert (2006) observes that many parent's whose language is native, prefer their children to be educated in English rather than their mother tongue. This is because many Africans hold beliefs that fluency in English will open up doors for their children. This has made many parents to send their children to non-governmental schools in Nigeria where non-African languages are taught. According to Smith (1931), it is wrong for parents and other stake holders to think that when children are encouraged to learn a second or additional languages that their first language acquisition will suffer. This will occur if support to continue developing the level one skill is withdrawn.

In Nigeria, the idea of teaching native language in schools was detached from people's minds for a very long time. Where they were taught, they were referred to as vernacular, apparently to show that native language did not have the attributes of modern languages. The local languages were regarded as inferior to English and there were no attentions paid to them at all. These languages were expected to be taught only to the extent of enabling the Nigerian pupils read the Holy bible in the mother tongue (Abiri, 1976). Iyamu (2004) in his study revealed that parents in Nigeria saw early education in mother tongue as not capable of bringing about better learning. In their response, the parents felt that merely teaching a child in the mother tongue for the first three years of primary school does not necessarily mean they would accept the culture fully and retain or internalize all the morals.

Stroud (2003) notes that the use of local languages in formal education is a widely debated educational strategy in sub-Saharan Africa. National level policies which permit mother tongue instruction in primary levels, and to get successful implementation of those policies is not common. This study investigated the parents' perception of the use of mother tongue as a medium of instruction.

According to Issa & Yamada (2014) children in Malawi are not allowed to speak in Chiyao (mother tongue) at school but are encouraged to speak in Chichewa (national language) which they are supposed to use in the national examinations. The teachers claim that if they mix the two, they fail in the national exams. The only problem is the pronunciation of letter "z" that is pronounced as "s" so they discourage the use of Chiyao in school because when writing, children write what they speak. They further claim that if

children are taught in their mother tongues, they then will have difficulties once they leave their homes to new places. They have resorted to use Chichewa and English to avoid such common communication problems in future. The two are like their national languages.

A study carried out by Moyo (1991) and Nondo (1996) in Zimbabwe revealed that parents' negative attitudes towards African languages are regarded as of no value since they did not assist a person get employment. These parents have no option other than letting their children learn in English for their future. According to CAH (2001) mother tongue-based programmes are possible due to high levels of community participation and leadership in school decision-making along with the production of mother tongue based materials. A Comparative Study on Language Planning in Botswana and Malawi by Kamwendo & Mooko (2006) revealed that language is essential for the community's development.

Kagure (2010) in his study on challenges in implementing a mother tongue based language in education policy found out that children's first language acquisition is strongly influenced by their parents. The parents' attitude towards L1 and maintenance of L1 will influence the children's developing language skills and socialization. This contributes to the child's personal success, security or status. According to Baker (1992) few parents want their children to learn mother tongue and to be proud of their cultural heritage but some parents with dual language goals tend to act more on promoting second language learning than their desire for mother tongue. Krashen (1981). Lao (2004) states that mother tongue development cannot be achieved if the parents are not strongly committed. She adds that parents have to facilitate

their children on language and literacy skills and provide meaningful points, guidance, partnerships with schools and support them to improve both oral and written work in mother tongue. Parents' involvement in their children's activities contributes to good performance in schools (O'Connor & Geige, 2009). They state that when parents help their children with school work at home, the children progress well in learning. They cannot help their children with school work if they do not know English thus the use of familiar language for instruction facilitates parental involvement in learning.

Head teachers and education officers are agents of transformation and influence the livelihoods of change. They are the initiators and driving force behind an innovation Fullan (2001). The head teachers prefer the use of Kiswahili and English because the parents put a lot of pressure on them to use the two languages. Begi (2014) in his study on the use of mother tongue as a language of instruction in early years of school to preserve the Kenyan culture found out that some of them think that it will affect parents confidence in their school administration and parents might not take their children to their schools if the language of instruction is mother tongue while some see it as wasting time. The teachers who were involved in this study also said that parents were unhappy with the use of mother tongue as a medium of instruction in the early years of learning. Parents prefer the use of English and Kiswahili as a medium of instruction because children are not examined in mother tongue and it may lead to poor academic achievement. They also asserted that pupils will drop out school because they come from different ethnic groups and parents feel good when their children are taught in Kiswahili and English. This study sought to establish whether there is a relationship between the use mother

tongue and academic performance.

2.2 Influences of Use of Mother Tongue as Medium of Instruction in Lower Primary on Parents' Choice of School Type

A study carried out by Olaoye (2007) in Nigeria found out that majority of pupils from public schools comes from rural homes where English is not used at all. They do not go to pre-primary schools. Children who go to pre-primary schools are mainly from wealthy and elite homes. These children from poor homes start learning in English on entering the primary school. They are unable to learn the subject effectively thus a difficulty of learning the curriculum content transmitted by the teacher. Similarly a study conducted in Nigeria on implementing of mother tongue medium policy in the lower primary classes revealed that many private schools (whose parents were elites) were compelled by the proprietors not to communicate with children in mother tongue, this being a demand from parents. Conversely, teachers in public schools were not compelled to use mother tongue in lower primary classes and no effort was made to enforce the mother tongue medium policy. Most teachers in the public schools therefore reported to the bilingual medium as a pedagogical resort. Pinnock (2009) reveals that language used in schools threatens Education for All which is a World Declaration. This study investigated the possible relationship in perception between parents whose children attend private schools and those whose children attend public schools.

Several studies have shown a close relationship between the child's mother tongue and culture. Owino (2000) reveals that African children recreate through language, culture and education. Most private schools are found in urban areas although some exist in rural areas for the wealthy and the elites

where mother tongue is rarely used. According to Cummins et al (2005) it is hard to argue that we are teaching the whole child when the school policy dictates that students must abandon all their mother tongue languages and culture at the school entrance. These schools do not practice a common culture in their studies. Benson (2002), Hoven (2002) and Kosonen (2005) opine that children are more likely to succeed in learning when they are given the opportunity to use their mother tongue from early years. The use of mother tongue on learning ensures cognitive development. Quane & Gluze (2010) affirm that learners who first learn to read and write in their mother tongue develop the ability to learn English more rapidly which is a sure way to books. A study by Muslimi (2006) conducted in Nigeria revealed that many of the teachers who were involved in this study did not use mother tongue medium alone in their lower primary schools. Out of the study population of two hundred and twenty three teachers, only seven teachers (3.1%) used the mother tongue as a medium of instruction. Out of this none of them was from a private school. Asked to give reasons, they asserted that most parents discouraged the use of mother tongue medium. Conversely, seventy of the teachers used the English medium majority (71%) of who taught in the private schools. Only twenty teachers teaching in public schools in Nigeria catered for the Nigerian elite's interests (Bamgbose, 1976).

According to Nofaile (2010) on his study on youth and language, the ministry of education of Saudi Arabia introduced English as a foreign language since 1925. It was aimed at funneling students with one living language to enable them acquire knowledge, arts and useful inventions, pass on their knowledge and sciences to other communities besides spreading the Islamic religion. In

addition, the position of English as the worlds' prestigious language put pressure on its citizens so that they are able to communicate with people from different corners of the world. Stroud (2007) in his research on Colonialism, Post colonialism and high modernity should give children a social approach to learning that benefits them in future. According to Fullan (2001) Head teachers and education officers are the initiators and driving forces behind the livelihoods of change and thus can bring required changes in their schools. Begi (2014) reveals that the head teachers prefer to use Kiswahili and English because the parents put a lot of pressure on the touse English as a medium of instruction. Some of them think that the use of mother tongue as a medium of instruction will affect parent's confidence in their schools administration and parents might transfer their children to private schools where the medium of instruction is English. The teachers who were respondents in this study also said that parents were unhappy with the use of mother tongue as a medium of instruction in the early years of learning. Parents prefer the use of English and Kiswahili as a medium of instruction because the children are not examined in mother tongue and it may lead to poor academic achievements. They also said that the parents belief that their children will drop out of school because they come from different ethnic groups and parents feel good when their children are taught in Kiswahili and English

2.4 Parents Level of Education and Perception of Use of Mother Tongue a Medium of instruction

A study by Hlatshwayo & Siziba (2013) on University Student's Perception of Multilingual Education revealed that university students were willing to be taught in their mother tongue only if the languages are able to provide the

same global services and skills as English. According to them, English serves better than mother tongue. Mother tongue only suits the learning needs of the students. This study also reveals that Africans have many languages thus a need to be used in learning. Cummins (2001) states that parents assist their children to develop their mother tongue they then spend their time to tell those stories, sing to them songs and use proverbs to teach them. Unfortunately, the educated parents can't tell the meaning of proverbs in Ekegusii. The proverbs include "Nyang'erarotunginamoriyayerotungi." (like father like son) or 'takonyakonyemurungamurunganeri.,' being the longest word in Ekegusii. According to Awoniyi (1978) the elites claim that continuous use of mother tongue in schools would demean and reduce the child's intellectual capacity. They further claim that if a child learns the local languages, it is not able to do anything else because learning anything in a language other than English is a complete waste of time. These elites claim that the local languages should be spared for letters to parents but not as a medium of instruction. Brooks-Lewis (2009) in his study on Adult learners' perceptions of the incorporation of their L1 in foreign language teaching and learning, revealed that the adult learners recommended the incorporation as from the early years of learning

A study by Kosonen (2005) revealed that the poor people or groups have little access to the prestige language (English), they speak the language that is not valued (mother tongue) or sometimes that is not recognized by formal structures. The rich people are referred to as 'linguistic minorities'. Bauthiaux (2002) added that about 50% or more of low income countries engage themselves in the formal sector which rarely exposes them to dominant languages, a running stick that is passed on to their children. According to

Ampiah (2010) many parents in Ghana continue to patronize private schools which are costly as a means of getting quality education for their children because these schools perform better in the Basic Education Certificate Examination (B.E.C.E). The difference between private and public schools is the superior English facility in private schools. According to Braam (1999) study on Community Perception of Change in a Schools Language Policy in South Africa, many Afrikaanas in the rural homes preferred the use of mother tongue compared to the English users in towns.

According to the ministry of education, triennial report (1966) the use of mother tongue as a medium of instruction was replaced by the English language. This is the time most Kenyans went for modern education terming the local or indigenous education primitive an idea that has not been removed from people's minds till today. The educated parents see mother tongue only good for communication and not for learning. A study by Maeda (2009) on Education and Culture reveal that good experience by parents to their children promotes the cognitive abilities of the child. According to Fullan (2001) the head teachers and education officers are agents of change and influence the livelihood of change. Begi (2014) notes that the head teachers favor the use of English and Kiswahili because of pressure from parents. Most of these parents who are elites prefer the use of English and Kiswahili as a medium of instruction because mother, tongue is not examined. A number of scholars like Pinnock (2009) on his study Language and Education, Kosonen (2005) Education in Local languages and Kagure (2010) all argue that primary education when given in the child's mother tongue rather than in a second or foreign language is more effective and meaningful. According to UNESCO

(2003) most educated parents argue that their children must be oriented to English to meet the global world market demands not remembering that when children express themselves teachers can diagnose what has been learned, what remains to be taught and the child who needs some remedial teaching.

2.5 Parents' Gender and Perception of the Use of Mother Tongue as a Medium of Instruction

According to Corson (1993) there are strong links between language and gender injustice in schools. Ditcher (2001) and O'gara & Kendall (1996) add that girls and women are not likely to be exposed to English compared to boys because their orientation is geared towards home and family confinement where the local language is spoken, girls are given little opportunities to speak and are expected to perform well than boys. Bopp (1993) revealed in his study that women in a mother tongue based literacy projects asked that their children be taught in mother tongue. Hoven (2002, 2003), Ben (2000b, 2002b) and Sichra (1992) have revealed in their studies on differences between boys and girls in bilingual education in Africa that girls who learn in a familiar language stay in school, perform well in tests and have less chances of repeating classes than boys who do learn in their first language. This is so because boys are given a privilege to learn in a foreign language. This study therefore established whether there is a difference in parents' gender and the use of mother tongue in lower primary classes in the Sub-County.

2.6. Summary of Literature Review

A significant aspect of the child's learning is the use of a language that she or he understands better as a medium of instruction. It learns well with the use of a familiar language and the use of a foreign language as a medium of

instruction creates barriers to effective learning. Reviewed literature showed that many factors contribute to the parents' perception of the use of mother tongue as a medium of instruction. These factors include the type of school attended by their children (private or public), the level of education of the parents and their gender. There was therefore need to establish the relationship between parents' perception of the use of mother tongue and academic performance in lower primary classes in Masaba South Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter described the methodology used to achieve the stated objectives of the study and answer research questions. It focused on the research design, variables and location of the study, target population, sampling techniques, the sample size, pilot study, research instruments, validity and reliability, data collection techniques, data analysis and ethical considerations.

3.1 Research Design

This study employed a descriptive survey design. It can be used when collecting information about people's opinions, attitudes and habits (Orodho & Kombo, 2002). This design has been chosen because it is good for establishing facts and gives a lot of in-depth information on parents' perception of the use of m/t as a medium of instruction in lower primary school classes.

3.2 Independent and Dependent Variables

3.2. Independent Variable

The independent variable of the study was factors influencing parents' perception of use of mother tongue as a medium of instruction. The factors investigated were:

- i) The type of schools. It was measured by indicating whether the school was private or public school.
- ii) The parents' level of education. It was measured by indicating parents' highest level of education that is, Certificate of Primary Education, Kenya

Certificate of Primary Education, Kenya Certificate of Secondary Education, A Level, Diploma Education and Degree education

iii) Gender. It was measured by indicating whether parent was female or male.

3.2.2 Independent Variable

The independent variable in this study was parents' perception of use of mother tongue in lower primary school classes in Masaba South Sub-County. This was measured using a likert scale: Strongly Agree, Agree, Not sure, Strongly Disagree, Disagree

3.3 Location of the Study

The study was conducted in Masaba South Sub-county, Kisii County. This Sub-county is made up of seven divisions namely; Gesusu, Ibacho, Keroka, Masimba, Nyamasibi, Ramasha and Kiamokama. It has 93 primary schools, 279 teachers and about 2,790 pupils. This district was selected for the study due to its poor performance in the Kenya Certificate of Primary Education (KCPE) whose course root can be traced to majorly in the early years of learning. A study conducted by Begi (2014) in the same location revealed that mother tongue is rarely used in lower primary classes thus a need to investigate parents' perception on the use of mother tongue as a medium of instruction in lower primary school classes within this Sub-county

3.4 Target Population

The study population was standard three parents from both private and public lower primary schools in Masaba South District. There are 66 public and 27 private schools in the district.

3.5 Sampling Techniques

Masaba South Sub-County was purposively selected due to its performance in the Kenya Certificate of primary Education (KCPE) and the Kenya Certificate of Secondary Education (KCSE). Lower primary classes were also selected because this is where we have confusion on the use of mother tongue as a medium of instruction. The researcher had a list of schools and randomly selected out of 30% and then used the sample to select parents who got their questionnaires from their children. Simple random sampling was used to select the study sample. According to Kerlinger (1973) a sample that is drawn randomly is unbiased because all members stand a chance to be selected. For a small population a researcher would sample about 10-30% of the total population (Babble, 1992). The area of study has a total of 93 schools with about 255 parents.

3.5.2 Sample Size

The sample size consisted of 30% of standard three parents in the primary schools sampled for the study.

Table 3.1: Sampling Frame

Division	No. of primary Schools	Percentage %	Sample parents	of
Gesusu	13	30	39	
Keroka	19	30	42	
Masimba	15	30	50	
Nyamasibi	16	30	42	
Ramasha	13	30	39	
Kiamokama	17		44	
Total	93	30%	255	

The table above shows that out of 93 primary schools, 255 parents were sampled to take part in the study. The sample of parents consisted of 30% of the parents of class three pupils in the sub-county

3.6 Research Instruments

The researcher used a questionnaire for the study. It usually gathers information from many people within a short time. It is good because the respondents filled them freely without any fear of intimidation. In order to obtain the primary data, a balance pre-coded questionnaire with open-ended questions was used. These gathered in-depth information from the many respondents within a short time, Orodho (2003). On the other hand, close-ended questions were used to save time and motivate respondents because they give structured responses that make the tabulation and analyzing of data collected easy. The instruments had two sections: section A comprised of background information, section B had a 5 point Likert type items focusing on parents' perception of the use of mother tongue, items of parents' level of education and items on the influence of gender on parent's perception on the use of mother tongue as a medium of instruction in lower classes.

3.7 Pilot Study

The researcher selected standard three parents from two schools (one private and one public) to test the research tools. The two schools did not participate during the research. The pilot testing was done to test both the validity and reliability of the research instruments besides helping the researcher to be familiar with the use of the instruments.

3.7.1 Validity

The study adopted the use of content validity which was achieved by ensuring that the items cover all the objectives of the study. Validity is obtained to the degree the participants' views, intentions, experiences and thoughts are exactly understood by the researcher. To enhance this, the researcher interpreted the activities, feelings and the opinions of the respondents in the research as they themselves would interpret them.

3.7.2 Reliability

The reliability of the instruments was tested during the piloting stage using the test-retest method. According to Johnson (1997) in qualitative research, many groups are observed over a long time to ensure correlation observation of stability. The research instruments were administered twice with an interval of two weeks and results obtained compared. The reliability coefficient was calculated using spearman coefficient. The reliability coefficient was 0.7.

3.8 Data Collection Procedures

The researcher sought for a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The Sub-county Education Officer Masaba Sub-county was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments were sought when the researcher could visit the schools. The researcher visited the selected schools and administered the instrument to the respondents with the help of the school administration. The researcher assured confidentiality of the identities of the respondents. Questionnaires were given

out to the respondents and picked up later at an appropriate and convenient time mutually agreed upon by the researcher and the respondents.

3.9 Data Analysis

The study adopted the use of quantitative method to analyze data. Data for the study was collected using a questionnaire that were organized and recoded into important patterns and sub-topics for analysis. Data capturing was done using Microsoft Excel. The data from the completed questionnaire were recorded and entered into the computer using Statistical Package for Social Science (SPSS) programme to calculate percentages and means. Descriptive statistics were used to investigate the influence of the independent variables on the dependent variables. The results were then presented using tables and figures according to the research objectives and questions.

3.10 Logistical and Ethical Considerations

The researcher got an introductory letter from the department of Early Childhood Education (Kenyatta University) and the Ministry Of Education Science and Technology (MOEST). Before going to the area of study, the researcher obtained a research permit from The National Council of Science and Technology (NACOSTI) which was presented to the County Director of Education (Kisii County). Permission for the research was sought from the County Commissioner (Kisii County) before visiting the schools for data collection. At the beginning of data collecting session, all the respondents were briefed on the purpose of the study. They were assured that all the information collected was to be kept with a lot of confidentiality and was not to be availed to anyone not directly involved in the study, Ballan (1994). The

researcher obtained consent from the school administration before interviewing parents. Each respondent was requested to sign on the questionnaire as an indication of willingness to participate in the study.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This study investigated parents' perception of the use of mother tongue as a language of instruction in lower primary school classes in Masaba South Sub-county. This chapter presents the findings of this study and their interpretations. The chapter first presents the demographic data of the respondents and thereafter presents the analysis of items according to the objectives of the study which were stated as follows:

- (i) To establish parents' perception of use of mother tongue as a medium of instruction in primary schools Masaba South Sub-county
- (ii) To find out whether type of school influences parents' perception of the use of mother tongue as a medium of instruction in primary schools in Masaba South Sub-county
- (iii) To find out whether the parents' level of education influences their perception of the use of mother tongue as a medium of instruction in primary schools
- (iv) To establish the influence of gender on parents' perception of the use of mother tongue as a medium of instruction in primary schools in Masaba South Sub-county.

4.2 Demographic Information of Parents

This section presents the demographic data of the parents in the study. The demographic data of parents was based on their gender, academic qualifications and where they children were schooling.

To establish parents' gender, they were asked to indicate their gender. Table 4.1 presents the results.

4.2.1 Gender

Table 4.2 Distribution of Parents by Gender

Gender	Frequency	Percent
Male	126	49.4
Female	129	50.6
Total	255	100.0

As shown on the table the majority 129(50.6%) of parents were female while 126(49.4%) of parents were male.

Table 4.3 Distribution of Parents by Level of Academic Qualification

Academic Qualification	F	%
CPE	1	0.4
KCPE	119	46.7
Degree	25	9.8
KCSE	54	21.2
A Level	2	0.8
Diploma	54	21.2
Total	255	100.0

Data shows that 1(0.4%) of parents had CPE academic level, 119(46.7%) of parents had KCPE academic level, 25(9.8%) of parents had degree, 54(21.2%) of parents had KCSE academic level, 2(0.8%) of parents had A level while 54(21.2%) of parents had diploma academic level. The findings reveal that majority of parents have low academic qualification (KCPE) while few are qualified with degrees and diploma. This revelation is in line with the findings of Awonyi (1978) which claim that the elites do not support the use of mother

tongue in schools because it demeans and reduces the child's intellectual capacity.

Table 4.4 presents the distribution of parents according to where their children learnt.

Table 4.4 Distribution of Parents by Type of School

Schools	F	%
Public school	185	72.5
Private school	70	27.5
Total	255	100.0

Majority 185(72.5%) of parents had their children in public primary schools while 70(27.5%) of parents had their children in private primary schools. This shows that majority of children attended public primary schools. This agrees with a study carried out by Olaoye (2007) in Nigeria which found out that majority of pupils from public schools comes from rural homes where English is not used at all.

The parents were also asked to indicate the frequency at which their children used mother tongue as a language of instruction in lower primary, they responded as Table 4.5 presents the results.

Table 4.5 Parents Responses on the Frequency at which their Children Used Mother Tongue as a Language of Instruction

Response	Frequency	%
Quite often	33	12.9
Often	90	35.3
Rarely	99	38.8
Never	33	12.9
Total	255	100.0

Findings shows that 33(12.9%) of parents indicated that their children used mother tongue as a language of instruction in lower primary schools quite often, 90(35.3%) of parents indicated often, 99(38.8%) of parents indicated that children rarely used mother tongue as a language of instruction in lower primary, while 33(12.9%) of parents indicated that children never used mother tongue as a language of instruction in lower primary. This results that a number of schools used mother tongue which influenced effective learning that is consistent with a study conducted by the UNESCO (2003) on Mother Tongue Matters which concealed that mother tongue is the key to effective learning. Pinnock H. (2009) in his study on Language and Education found out that language used in schools threatens the achievement of education for all which is a World Declaration (1990) foreign language constitutes barriers to successful communication and children should be taught in a familiar language for meaningful learning to be realized.

The study further sought to establish the language that the children used as a medium of instruction in schools and the results are presented in Table 4.6

Table 4.6 Parents Responses on the Language that their Children Used as a Medium of Instruction in Schools

Response	F	%
Mother tongue	123	48.2
Kiswahili	132	51.8
Total	255	100.0

Majority 132(51.8%) of parents indicated that their children used Kiswahili as a medium of instruction in schools while 123(48.2%) of parents indicated that their children used mother tongue as a medium of instruction in schools. This

finding agrees with studies by Cummins (2000) and Kangas (2000) who reveal that children learn content when it is covered in mother tongue or a language that a child is most competent in. Kangas (2000) adds that cognitive and effective development takes place most effectively in a language a child knows well and thus the use of mother as a medium of instruction should be emphasized in schools.

To establish whether parents' perception influenced the use of mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub-county, the researcher posed items to the parents to seek the same. Results are presented in Table 4.7:

Table 4.7: Parents' perception of use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes.

Statement	Schools Total Mean
Children should be taught in MT	2.52
Children should use their MT often when they are learning	2.61
Parents should support the use of MT	2.66
Parents should emphasize on the use MT	2.46
Parents should be satisfied with the use of MT	2.73
Parents should have a positive perception toward the use of MT	2.59
The use MT limits children to global opportunities	2.73
Use of MT does not prepare the learners for other learning	2.58
Children taught using MT are able to learn other languages without much difficulties	1.84
Use of MT assists children understand concepts better	2.14
Children taught using MT are able to comprehend concepts better	1.74
Schools should be encouraged to teach using MT	2.09
Children taught using MT perform better than those taught using other English or Kiswahili	1.70
Use of MT helps children to preserve culture	2.50
Use of MT negatively affects learning in English or Kiswahili	2.76
Use of MT should be discouraged in schools	3.35
Use of MT negatively affects national unity later in life	2.97
It is difficult to learn in MT since school have children from different communities	2.91
Use of MT affects learning in upper classes	2.19
In my opinion MT as a medium of instruction in lower classes should be encouraged	2.28
Total Averages	2.46

As shown in table 4.8 Parents, perception of Use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes was low with a mean of 2.46 in a scale of 1-5. According to Issa and Yamada (2014), children in Malawi are not allowed to speak in Chiyao (mother tongue) at school but are encouraged to speak in Chichewa (national language) which they are supposed to use when sitting in the national examinations. However this is strongly

opposed by Al-wadh (2000) in his study on the teaching of English in lower primary in Qassim Province Saudi Arabia. He asserts that the English course books for the lower primary schools focus on grammar and do not prepare learners for communication. In this case children are supposed to learn proper communication which then will help them do the examinations.

4.4 Type of School and Use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes

To find out whether type of school influences the use of mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub County, the researcher presented questions to the parents for clarification. The results are presented in Table 4.8

Table 4.8: Type of School and Use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes

Statement	Pr Sch	Pub Sch
	Mean	Mean
Children should be taught in mother tongue	2.51	2.52
Children should use their MT often when they are learning	2.61	2.61
Parents should support the use of MT	2.67	2.64
Parents should emphasize on the use MT	2.47	2.45
Parents should be satisfied with the use of MT	2.71	2.74
Parents should have a positive perception toward the use of MT	2.60	2.58
The use MT limits children to global opportunities	2.74	2.72
Use of MT does not prepare the learners for other learning	2.58	2.57
Children taught using MT are able to learn other languages without much difficulties	1.84	1.83
Use of MT assists children understand concepts better	2.14	2.13
Children taught using MT are able to comprehend concepts better	1.75	1.74
Schools should be encouraged to teach using MT	2.10	2.07
Children taught using MT perform better than those taught using other English or Kiswahili	1.70	1.69
Use of MT helps children to preserve culture	2.48	2.52
Use of MT negatively affects learning in English or Kiswahili	2.75	2.76
Use of MT should be discouraged in schools	3.34	3.36
Use of MT negatively affects national unity later in life	2.97	2.97
It is difficult to learn in MT since school have children from different communities	2.91	2.90
Use of MT affects learning in upper classes	2.17	2.21
In my opinion MT as a medium of instruction in lower classes should be encouraged	2.27	2.28
Total averages	2.46	2.46

Table 4.8 shows that from private schools, parents had a mean of 2.51 compared to mean of 2.52 of 1.16 from public school on their perception that lower primary children should be taught in mother tongue. A study carried out by Olaoye (2007) in Nigeria supports this by stating that found majority of pupils from public schools comes from rural homes where English is not used at all. On their perception that children should use their mother tongue often

when they are learning, private school parents had a mean of 2.61 which was the same as that of parents from public school. On the perception that parents should have a positive perception toward the use of mother tongue as a medium of instruction, private school parents had a mean of 2.60 compared to that of 2.58 from public school parents.

From private school parents had a mean of 1.84 as compared to 1.83 of public schools on the item that children taught using mother tongue are able to learn other languages without much difficulties. The data further shows that on the perception that children taught using mother tongue are able to comprehend concepts better, private parents had a mean of 1.75 as compared to 1.73 of parents from public schools. Private parents' perception that use of mother tongue as a medium of instruction in lower classes should be discouraged in schools had a mean of 3.34 as compared to 3.36 of parents from public schools. On the parents perception that use of mother tongue as a medium of instruction in lower classes negatively affects national unity later in life, private school parents had a mean of 2.97 as well as parents from public school while on the perception that it was difficult to learn in mother tongue as a medium of instruction in lower classes since school have children from different communities parents from private school had a mean of 2.91 as compared to 2.90 of parents from public school.

4.5 Level of Education of Parents' and Parents' Perception Use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes

To find out whether the level of education of parents influences parents' perception of the use of mother tongue as a medium of instruction in lower primary school classes in Masaba South Sub-county, the researcher used means to compare the male parents and female parents. Data is presented in Table 4.9

Table 4.9 Level of Education of Parents' and Use of Mother Tongue as a Medium of Instruction in Lower primary School Classes

Statement	KCPE M	CPE M	Degree M	KCSE M	Dip M	A Level M
Children be taught in MT	2.21	2.50	3.08	2.74	2.72	2.00
Children use MT often when learning	2.46	4.00	2.44	3.00	2.61	2.50
Parents support use of MT	2.28	1.50	2.00	3.59	2.79	4.00
Parents have positive perception of MT	2.00	3.00	3.52	3.19	2.94	2.00
Use MT limits global opportunities	2.17	2.50	3.64	3.48	3.03	3.50
Use of MT does not prepare the learners well for other learning	1.93	1.50	3.44	2.61	2.74	2.00
Children taught using MT are able to learn other languages without much difficulties	1.68	1.50	1.00	3.06	1.79	2.00
Use of MT as a medium of instruction in lower classes assists children understand concepts better	1.79	1.50	2.80	2.31	2.40	2.50
Children taught using MT in lower classes perform better than those taught using other English or Kiswahili	1.67	1.00	1.00	2.09	1.68	2.00
Use of MT helps children to preserve their culture	2.41	3.00	2.80	2.72	2.53	2.00
Use of MT in lower classes negatively affects learning in English or Kiswahili	2.34	2.50	2.44	3.39	2.96	3.00
Use of MT as a medium of instruction in lower classes should be discouraged in schools	2.97	1.50	2.48	4.15	3.33	3.00
Use of MT as a medium of instruction in lower classes negatively affects national unity later in life	3.01	3.00	2.92	2.35	3.24	2.00
It is difficult to learn in MT as a medium of instruction in lower classes since school have children from different communities	3.00	1.50	3.64	2.78	2.90	4.00
Use of MT as a medium of instruction in lower classes affects learning in upper classes	2.24	2.50	2.20	2.18	2.11	2.00
In my opinion MT as a medium of instruction in lower classes should be encouraged	2.34	1.50	1.64	2.59	2.05	4.00
Total averages	2.28	2.16	2.57	2.89	2.61	2.66

Findings shows that parents who had KCPE level of education had a mean of 2.28, parents of CPE education level had a mean of 2.16, Degree holders parents had a mean of 2.57, KCSE level parents a mean of 2.89, diploma parents a mean of 2.61 while those of A level had a mean of 2.66 on their perception that lower primary children should be taught in mother tongue. On their perception that parents should support the use of mother tongue as a medium of instruction in lower primary classes, KCPE level of education had a mean of 2.46, parents of CPE education level had a mean of 4.00, Degree holders parents a mean of 2.44, KCSE level parents a mean of 3.0, diploma parents a mean of 2.79 while those of A level had a mean of 4.0.

Data further shows that parents who had KCPE level of education had a mean of 2.53, parents of CPE education level had a mean of 3.0, Degree holders parents a mean of 2.48, KCSE level parents a mean of 3.05, diploma parents a mean of 2.61 while those of A level had a mean of 2.50 on their perception that parents should be satisfied with the use of mother tongue as a medium of instruction in lower. On the perception that parents should have a positive perception toward the use of mother tongue as a medium of instruction, parents who had KCPE level of education had a mean of 2.0, parents of CPE education level had a mean of 3.0, Degree holders parents a mean of 3.52 KCSE level parents a mean of 3.19, diploma parents a mean of 2.94 while those of A level had a mean of 2.0

Data further shows that on the item that use of mother tongue in lower classes negatively affects learning in English or Kiswahili parents who had KCPE level of education had a mean of 2.34, parents of CPE education level had a mean of 2.50 Degree holders parents a mean of 2.44, KCSE level parents a

mean of 3.39, diploma parents a mean of 2.96 while those of A level had a mean of 3.0. On the perception that mother tongue as a medium of instruction in lower classes should be encouraged, parents who had KCPE level of education had a mean of 2.34. Parents of CPE education level had a mean of 1.50. Degree holders parents a mean of 1.64, KCSE level parents a mean of 2.59, diploma parents a mean of 2.05. This is given a support by a study by Kosonen (2005) which revealed that the poor people or groups have little access to the prestige language (English), they speak the language that is not valued (mother tongue) or sometimes that is not recognized by formal structures. The rich people are referred to as 'linguistic minorities'. In most cases the poor are associated with non-educated while the rich are associated with the elites. The rich people are thus the ones who afford to educate their children in private school and the poor take theirs to public schools.

4.5 Gender on Parents' and Use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes

To establish the influence of gender on parents' perception of the use of mother tongue as a medium of instruction in Masaba South Sub-county, the researcher used means to compare the male parents and female parents. Data is presented in Table 4.10

Table 4.10: Gender on Parents' and Use of Mother Tongue as a Medium of Instruction in Lower Primary School Classes

Statement	Male parents	Female parents
	Mean	Mean
Lower primary children should be taught in MT	1.85	3.17
Children should use their MT often when they are learning	2.71	2.51
Parents should support the use of MT as a medium of instruction in lower primary classes	3.28	2.03
Parents should emphasize on the use MT as a medium of instruction in lower primary school classes	1.71	3.18
Parents should be satisfied with the use of MT as a medium of instruction in lower primary school classes	2.42	3.03
Parents should have a positive perception toward the use of MT as a medium of instruction	1.85	3.30
The use MT as a medium of instruction in schools limits children to global opportunities	2.28	3.16
Use of MT does not prepare the learners well for other learning	1.85	3.28
Children taught using MT are able to learn other languages without much difficulties	2.14	1.54
Use of MT as a medium of instruction in lower classes assists children understand concepts better	2.00	2.27
Children taught using MT are able to comprehend concepts better	1.57	1.90
Schools should be encouraged to teach using MT	1.57	2.57
Children taught using MT in lower classes perform better than those taught using other English or Kiswahili	2.28	1.12
Use of MT helps children to preserve their culture	1.85	3.16
Use of MT in lower classes negatively affects learning in English or Kiswahili	2.28	3.23
Use of MT as a medium of instruction in lower classes should be discouraged in schools	2.71	3.98
Use of MT as a medium of instruction in lower classes negatively affects national unity later in life	3.00	2.95
It is difficult to learn in MT as a medium of instruction in lower classes since school have children from different communities	3.14	2.67
Use of MT as a medium of instruction in lower classes affects learning in upper classes	1.71	2.67
In my opinion MT as a medium of instruction in lower classes should be encouraged	2.28	2.27
Total averages	2.22	3.99

Male parents had a mean of 1.85 compared to female parents who had a mean of 3.17 on their perception that lower primary children should be taught in mother tongue. On the perception that children should use their mother tongue often when they are learning, male parents had a mean of 2.71 while female parents had a mean of 2.51. Data further shows that male parents had a mean of 2.42 and female parents a mean of 3.03 on their perception that parents should be satisfied with the use of mother tongue as a medium of instruction in lower primary school classes.

On the perception that children taught using mother tongue are able to comprehend concepts better, male parents indicated a mean of 1.57 and female parents a mean of 1.90. Male parents had a mean of 3.14 compared to a mean of 2.67 of female parents on their perception that use of mother tongue as a medium of instruction in lower classes affects learning in upper classes. Data further shows that on their perception that use of mother tongue as a medium of instruction in lower classes affects learning in upper classes; male parents had a mean of 1.71 compared to a mean 2.67 from female parents. The results indicate that parents had a negative perception towards children use of mother tongue in lower classes. This idea is greatly opposed by Amao (2010), in a study on the effects of two media of instruction on primary school pupils' classroom participation which found out that a child learns best in his mother tongue but for most Africans, formal education is offered in a language that is foreign to the child. Skutnabb-Kangas (2000) in his study on Linguistic Genocide in Education and Jolly (2007) in another study on the global learning challenges in early childhood development strongly argue that foreign

language constitutes barriers to effective communication. To eliminate these barriers parents should allow their children to use M/T as a medium of instruction in lower primary schools

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the findings based on the objectives of the study, policy recommendations and recommendations for further studies. The main aim of the study was to establish the parents' perception on the use of mother tongue as a medium of instruction in lower primary classes in Masaba South Sub-county.

5.2 Summary

The summary of this chapter is based on the research findings presented in chapter four. They are based on the research objectives. The sections are under the following sub-headings:

- i) Parents' perception on the use of mother tongue as a medium of instruction
- ii) Type of school and use of mother tongue as a medium of instruction in lower primary classes.
- iii) The parents' level of education and their perception on the Use of mother tongue as a medium of instruction in lower primary classes.
- iv) Parents' gender and the use of mother tongue as a medium of Instruction in lower primary classes.

5.2.1 Parents' Perception and the Use Mother Tongue

From the study, parents' perception on the use of mother tongue as a medium of instruction in lower primary classes was low. Majority of the parents felt that the use mother tongue as a medium of instruction has several negative

effects. Thus most of them felt it good for their children to be taught in either English or Kiswahili.

The study also revealed that parents felt that the use of mother tongue in schools for instruction negatively affects national unity later in a child's life and a child's personal learning. Majority of the parents said that the use of mother tongue for instruction must be totally disheartened. This is because most children come from different ethnic backgrounds thus have different mother tongues hence the use of a certain mother tongue in learning will disadvantage many learners . This at the end makes learning meaningless.

The study further revealed that use of mother tongue as a medium of instruction does not help children preserve their culture but limits them to global opportunities. Mother tongue affects learning in Kiswahili and English if used as a medium of instruction in lower primary classes.

5.2.2 Type of School and Parents' Perception of the Use of Mother Tongue as a Medium of Instruction

The study revealed that most parents from private schools had slightly higher scores compared to their counterparts with their children in public schools. They felt that their children should be taught either in English or Kiswahili. Parents in private schools also scored higher than parents with children in public schools on the frequency of using mother tongue as a medium of instruction in lower primary classes .They felt that the use of M/T as a medium of instruction should be stopped.

5.2.3 Parents' level of education and its influence on their perception on the use of mother tongue as a medium of instruction in lower primary schools

Majority of the parents with higher educational level preferred their children to be taught either in Kiswahili while those with lower academic qualifications saw no problem of their children being instructed in mother tongue. The academic level of the parents never assisted them to understand the importance of the use of mother tongue for instruction.

5.2.4 Influence of gender on parents' perception of the use of mother tongue as a medium of instruction in lower primary schools.

Male parents scored higher than female parents on their perception that lower primary children should be taught in mother tongue. On their perception that children taught in mother tongue are able to comprehend concepts better, male parents still had an higher score than female parents. Data further showed that on their perception that use of mother tongue for instruction in lower primary classes affects learning in upper classes, female parents had a lead to their male counterparts.

5.3 Conclusions

Based on the findings of the study, the study concluded that children used mother tongue as a language of instruction in lower primary quite often. It was also concluded that mother tongue is the key to effective learning and that if proper language is used in instruction, children will learn with little or less problems.

The study concluded that majority of the parents disagreed that children should use their mother tongue often when they are learning. It was also established that parents should have a positive perception toward the use of mother tongue as a medium of instruction. This shows that primary education

should best be started in a child's own mother tongue. The study also concluded that children taught using mother tongue are not able to learn other languages without much difficulties, and that the use of mother tongue as a medium of instruction in lower primary classes does not assist children understand concepts better. The study also established that children taught using mother tongue are unable to comprehend concepts better. The study concluded that schools should be encouraged to teach using mother tongue, learners who first learn to read and write in their mother tongue develop the ability to learn English more rapidly and perform better at school than those introduced to learning in English, The study concluded that use of mother tongue in learning gives the children the opportunities to learn in a language they understand better. Use of English as a medium of instruction in early years of learning makes many children face language barriers in the classroom.

5.4: Recommendations

Based on the findings of the study, the following are the recommendation for the study:

5.4.1: Policy Recommendations

- i) Since a child learns best in its mother tongue, parents should be sensitized on importance of the use of mother tongue as a language of instruction in lower primary classes
- ii) The Government should implement the language policy to avoid the confusions experienced while instructing lower primary children.

iii) The Government should avail enough teaching and learning materials in mother tongue.

5.6.2 Suggestions for Further Research

i) Taking the limitations and delimitations of the study, the study suggested that since the study was taken in one Sub- County, there is need to carry out a similar study in another area so as to compare the findings.

ii) Its recommended that other factors other factors that influence thw use of mother tongue as a medium of instruction in lower primary schools be investigated.

(v) The study population was small to generalize the findings. This study recommends that the research be carried out in a larger area such as county or nationally to find out whether differences found are statistically significant

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR LOWER PRIMARY PARENTS

SECTION A: BACKGROUND INFORMATION

1. Gender:
Male () Female ()
2. What is your age bracket?
 - a. 22 – 25 years
 - b. 26 – 30 years
 - c. 31 – 36 years
 - d. 37 – 40 years
 - e. 41 – 45 years
 - f. 46 – 50 years
 - g. Others: Specify _____
3. For how long have you been a parent in this school?
 - a. Less than a year
 - b. 1 – 2 years
 - c. 3 – 5 years
 - d. Over 5 years

SECTION B: PARENTS' PERCEPTION OF THE USE OF MOTHER TONGUE

The following table contains statements concerning the use of mother tongue as a medium of instruction in lower primary schools. Put a tick where applicable

KEY: SA – Strongly Agree a – Agree NS – Not sure SD – Strongly Disagree D – Disagree

	STATEMENT	SA	A	D	SD
1	Lower primary children should be taught in mother tongue				
2	Children should use their mother tongue often when they are learning				
3	Parents should support the use of mother tongue as a medium of instruction in lower primary classes				
4	Parents should emphasize on the use Mother tongue as a medium of instruction in lower primary school classes				
5	Parents should be satisfied with the use of mother tongue as a medium of instruction in lower primary school classes				
6	Parents should have a positive perception toward the use of mother tongue as a medium of instruction				
7	The use mother tongue as a medium of instruction in schools limits children to global opportunities				
8	Use of mother tongue does not prepare the learners well for other learning				
9	Children taught using mother tongue are able to learn other languages without much difficulties				
10	Use of mother tongue as a medium of instruction in lower classes assists children understand concepts better				
11	Children taught using mother tongue are able to comprehend concepts better				
12	Schools should be encouraged to teach using mother tongue				
13	Children taught using mother tongue in lower classes perform better than those taught using other English or Kiswahili				
14	Use of mother tongue helps children to preserve their culture				
15	Use of mother tongue in lower classes negatively affects learning in English or Kiswahili				
16	Use of mother tongue as a medium of instruction in lower classes should be discouraged in schools				
17	Use of mother tongue as a medium of instruction in lower classes negatively affects national unity later in life				
18	It is difficult to learn in mother tongue as a medium of instruction in lower classes since school have children from different communities				
19	Use of mother tongue as a medium of instruction in lower classes affects learning in upper classes				
20	In my opinion mother tongue as a medium of instruction in lower classes should be encouraged				

4. What is your highest level of academic qualification?
 - a. CPE ()
 - b. KCPE ()
 - c. KJSE ()
 - d. KCSE ()
 - e. A Level ()
 - f. Diploma ()
 - g. Others Specify
5. Where do your children learn?
 - a. Public school ()
 - b. Private school ()
6. How often do your children use mother tongue as a language of instruction in lower primary?
 - a. Quite often ()
 - b. Often ()
 - c. Rarely ()
 - d. Never ()
7. What is your gender? Male () Female ()
8. What language do your children use as a medium of instruction in schools?
 - a. Mother tongue
 - b. Kiswahili
 - c. English
 - d. Others specify
9. Do you give both boys and girls the same opportunity to learn in mother tongue?

Yes () No ()

ii) Give two reasons for this

 - a.
 - b.

APPENDIX II

APPROVAL LETTER



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100

Website: www.ku.ac.ke

NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 21st August, 2015

TO: Mr. Makori Jared Mogire
C/o Early Childhood Studies
Department

REF: E55/OL/22269/11

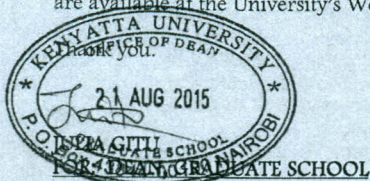
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

We acknowledge receipt of your Research Project Proposal after fulfilling recommendations raised by the Graduate School Board of 29th July, 2015.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.



CC. Chairman, Early Childhood Studies Department

Supervisors:

1. Dr. Nyakwara Begi
C/o Early Childhood Studies Department
Kenyatta University
2. Dr. Juliet Mugo
C/o Early Childhood Studies Department
Kenyatta University

JG/cww

APPENDIX III

LETTER OF AUTHORIZATION



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/OL/22269/11

Date: 21st August, 2015

Director General,
National Commission for Science, Technology & Innovation
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION
MR. MAKORI JARED MOGIRE - REG. NO. E55/OL/22269/11

I write to introduce Mr. Makori Jared Mogire who is a Postgraduate Student of this University. He is registered for a M.Ed. degree programme in the Department of Early Childhood Studies in the School of Education.

Mr. Makori intends to conduct research for a project entitled, "Parents' Perception of Use of Mother Tongue as a Medium of Instruction in Primary Schools in Masaba South, Kenya."

Any assistance given will be highly appreciated.








LNM/cww

Kenyatta University ... ISO 9001: 2008 Certified

APPENDIX IV

NACOSTI RESEARCH PERMIT

CONDITIONS	
<ol style="list-style-type: none">1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit2. Government Officers will not be interviewed without prior appointment.3. No questionnaire will be used unless it has been approved.4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.	 <p>REPUBLIC OF KENYA</p>  <p>National Commission for Science, Technology and Innovation</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>Serial No. A 6869</p> <p>CONDITIONS: see back page</p>

<p>THIS IS TO CERTIFY THAT: MR. JARED MOGIRE MAKORI of KENYATTA UNIVERSITY, 69-20227 SOTIK, has been permitted to conduct research in Kisii County</p>	<p>Permit No : NACOSTI/P/15/6144/7782 Date Of Issue : 14th October,2015 Fee Received : Ksh 1,000</p>
<p>on the topic: PARENTS PERCEPTION OF USE OF MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS IN MASABA SOUTH KENYA</p>	
<p>for the period ending: 14th October,2016</p>	
<p> Applicant's Signature</p>	<p> Director General National Commission for Science, Technology & Innovation</p>